



## Align Curricular Unit Report Description

| Curricular Unit African American History: Year at a Glance |   | Subject: Social Studies  |
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| Instructional Unit   | Year at a Glance  |  |
| Quarter 1: African American History                        | <p><b>African American History</b></p> <p><b>YEAR AT A GLANCE</b><br/> <b>Student Competencies by Quarter</b><br/> <b>2016-2017</b><br/> <b>Adopted Text: African-American History by Prentice Hall</b></p> <p>Textual References: <i>Prentice Hall: African-American History</i><br/> <b>Unit 1</b><br/>           Module Lessons in <i>Africana Studies</i></p> <p>Textual References: <i>Prentice Hall: African-American History</i><br/> <b>Unit 1</b><br/>           Module Lessons in <i>Africana Studies</i></p> <p>Textual References: <i>Prentice Hall: African-American History</i><br/> <b>Unit 2</b><br/>           Module Lessons in <i>Africana Studies</i></p> | <p>We value your feedback. Send questions and comments to <a href="mailto:socialstudies@philasd.org">socialstudies@philasd.org</a></p> <p><b>FIRST Quarter - 49 Instructional Days</b>      <b>Becoming African American</b></p> <p><b>To Demonstrate Proficiency By The End Of The Quarter Students Will:</b></p> <ul style="list-style-type: none"> <li>Evaluate the purpose and use of the framing questions</li> <li>Identify the tools and skills needed to study history</li> <li>Analyze how early cartography misrepresented the size of the continent of Africa</li> <li>Define the role of physical geography in developing human cultures</li> <li>Analyze the development of river societies in Africa</li> <li>Analyze how all human societies develop ways to measure time</li> <li>Trace the development of river societies in Africa</li> <li>Learn specific terms defined by ancient Africans of the Nile Valley</li> <li>Research the early presence of Christianity and Islam in Africa</li> <li>Analyze how all human societies develop ways to measure time</li> <li>Explain the theories of human migration</li> <li>Analyze the development of river societies in Africa</li> <li>Identify the indigenous cultures of the Americas</li> <li>Trace the development of the Trans-Atlantic Slave Trade</li> <li>Distinguish between the terms "Middle Passage" and the "Passage"/ Describe the stages</li> <li>Identify the various African Cultural groups that were deported to the western hemisphere</li> <li>Analyze how various sources indicate the different religious practices of some of the African cultural groups</li> <li>Analyze the different religious practices of some of the African cultural groups</li> <li>Analyze the ideas of individuals such as Richard Allen, Elizabeth Freedom and Bookman Duty</li> <li>Analyze how Africans viewed their status during the creation of the nation</li> <li>Explain the importance of freedom and liberty for Africans prior to, during, and after the American Revolution</li> </ul> |
| Quarter 2: African American History                        | <p><b>African American History</b></p> <p><b>YEAR AT A GLANCE</b><br/> <b>Student Competencies by Quarter</b><br/> <b>2016-2017</b><br/> <b>Adopted Text: African-American History by Prentice Hall</b></p> <p>Textual References: <i>Prentice Hall African-American History</i><br/> <b>Unit 3</b><br/>           Module Lessons in <i>Africana Studies</i></p> <p>Textual References: <i>Prentice Hall African-American History</i><br/> <b>Unit 3</b><br/>           Module Lessons in <i>Africana Studies</i></p> <p>Textual References: <i>Prentice Hall</i><br/>           Evaluate the multiple interpretations on the legacy of slavery</p>                           | <p>We value your feedback. Send questions and comments to <a href="mailto:socialstudies@philasd.org">socialstudies@philasd.org</a></p> <p><b>SECOND Quarter - 43 Instructional Days</b>      <b>Slavery, Abolition, and The Quest For Freedom</b></p> <p><b>To Demonstrate Proficiency By The End Of The Quarter Students Will:</b></p> <ul style="list-style-type: none"> <li>Analyze the reasons for the expansion of slavery</li> <li>Evaluate the materials and tools created as a consequence of chattel slavery in the western hemisphere</li> <li>Explain the concepts of war, politics and the expansion of slavery in creative and innovative ways</li> <li>Explain the routes of the Underground Railroad</li> <li>Analyze first hand accounts by William Still of the Underground Railroad</li> <li>Analyze the different motives of the various abolitionist movements</li> <li>Evaluate the efforts of enslaved Africans in the western hemisphere to resist enslavement</li> <li>Discuss the materials and tools created as a consequence of chattel slavery in the western hemisphere</li> <li>Analyze the similarities and differences in practices of self-determination of Africans in the western hemisphere</li> <li>Analyze the efforts of enslaved Africans in the western hemisphere to resist enslavement</li> <li>Evaluate the Causes of the Civil War</li> <li>Analyze the role of African-Americans during the Civil War</li> <li>Discuss and analyze Lincoln's position on slavery</li> <li>Evaluate the multiple interpretations on the legacy of slavery</li> </ul>  |



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| <p><i>African-American History</i></p> <p><b>Unit 4</b></p> <p>Module Lessons in Africana Studies</p> | <ul style="list-style-type: none"> <li>Define and analyze terms such as freedom, nadir, reconstruction and reparations, and intellectual freedom</li> <li>Describe and analyze the different aspects of reconstruction</li> <li>Analyze the ways newly freed African-American reconstructed their lives</li> <li>Analyze the early fight for Civil Rights</li> <li>Describe and analyze the role and history of African-American Newspapers</li> <li>Analyze why African-Americans called Constitutional Conventions</li> <li>Evaluate the role and rise of the Ku Klux Klan</li> </ul> |
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Quarter 3: African American History

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| <b>African American History</b>  | <p><b>YEAR AT A GLANCE</b></p> <p><b>Student Competencies by Quarter</b></p> <p><b>2016-2017</b></p> <p><b>Adopted Text: African-American History by Prentice Hall</b></p>   | <p>We value your feedback. Send questions and comments to <a href="mailto:socialstudies@philasd.org">socialstudies@philasd.org</a></p> |
| THIRD Quarter - 48 Instructional Days      The Civil War, Emancipation, and Black Reconstruction                           |  |  |
| Textual References   | To Demonstrate Proficiency By The End Of The Quarter Students Will:  |  |
| <p>Prentice Hall</p> <p><i>African-American History</i></p> <p><b>Unit 4</b></p> <p>Module Lessons in Africana Studies</p> | <ul style="list-style-type: none"> <li>Analyze and discuss African-Americans views of the Civil War</li> <li>Discuss how African Americans respond as the Civil War began</li> <li>Analyze Lincoln's policies on slavery at the start of the War</li> <li>Analyze Lincoln's views on colonization and the response of the African-American community</li> <li>Evaluate the ideas of the Emancipation Proclamation and the response of African-Americans</li> </ul>   |  |
| <p>Prentice Hall</p> <p><i>African-American History</i></p> <p><b>Unit 5</b></p> <p>Module Lessons in Africana Studies</p> | <ul style="list-style-type: none"> <li>Analyze the affect of African politics on African-Americans in the military</li> <li>Discuss and evaluate the ideas that lead to African-Americans willingness to fight for unification</li> <li>Analyze the ideas and effectiveness of the Freedmen's Bureau</li> <li>Analyze the role the black church played in African-American life in the post-war decades</li> <li>Evaluate the ideas behind presidential reconstruction</li> <li>Analyze and Evaluate the impact of black codes upon African-Americans</li> </ul>               |  |
| <p>Prentice Hall</p> <p><i>African-American History</i></p> <p><b>Unit 5</b></p> <p>Module Lessons in Africana Studies</p> | <ul style="list-style-type: none"> <li>Analyze and discuss the purpose of the Reconstruction Amendments</li> <li>Analyze the growth of the black political during the era of reconstruction</li> <li>Evaluate the effects of Reconstruction on the economic life of African American</li> <li>Investigate how Ida B. Wells used journalism to fight for social justice</li> <li>Analyze the role of southern politics and the courts played in the disenfranchisement of African-Americans</li> <li>Analyze reasons for African-Americans migrated out of the south</li> </ul> |  |

Quarter 4: African American History

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| <b>African American History</b>  | <p><b>YEAR AT A GLANCE</b></p> <p><b>Student Competencies by Quarter</b></p> <p><b>2016-2017</b></p> <p><b>Adopted Text: African-American History by Prentice Hall</b></p>  | <p>We value your feedback. Send questions and comments to <a href="mailto:socialstudies@philasd.org">socialstudies@philasd.org</a></p> |
| FOURTH Quarter - 41 Instructional Days      Searching For Safe Spaces  |   |  |
| Textual References   | To Demonstrate Proficiency By The End Of The Quarter Students Will:   |  |
| <p>Prentice Hall</p> <p><i>African-American History</i></p> <p><b>Unit 6</b></p> <p>Module Lessons in Africana Studies</p> | <ul style="list-style-type: none"> <li>Analyze the resistance movements employed by people in the Caribbean, the Philippine and Africa</li> <li>Trace European imperialism of Africa from the Berlin Conference</li> <li>Identify the ways African-Americans built new communities</li> <li>Analyze the ideas of W.E.B. DuBois, Booker T. Washington, and Marcus Garvey during the Progressive Era</li> </ul>   |  |
| <p>Prentice Hall</p> <p><i>African-American History</i></p> <p><b>Unit 6</b></p> <p>Module Lessons in Africana Studies</p> | <ul style="list-style-type: none"> <li>Examine the role of the Black Women's Club Movement and how Black Women defined the issues of African-Americans</li> <li>Engage in historical research by studying the founding of the NAACP</li> <li>Analyze the Dyer Bill</li> <li>Evaluate the contributions of Oscar Micheaux and the role of American Cinema in reinforcing Stereotypes</li> <li>Analyze the poem "If We Must Die"</li> <li>Examine and analyze the "Red Summer" and its impact on race relations during the 1920</li> <li>Examine and analyze the impact of "Black Wall Street"</li> </ul> |  |
| <p>Prentice Hall</p>   | <ul style="list-style-type: none"> <li>Research and evaluate the events of Tulsa Oklahoma and Rosewood</li> </ul>   |  |



**African-American History**

**Unit 6**

**Module Lessons in**

**Africana Studies**

**Video**

- Define the ideologies of Garveyism and Pan Africanism
- Analyze the Black Workers and early Black Labor Unions
- Examine the ideas behind the Negro League and its importance to African-American Community Life
- Evaluate the use of science in promoting racism e.g. The Tuskegee Experiment
- Conduct a case study on the Scottsboro Case
- Examine the issues that confronted African Americans during WW II
- Examine the issue leading to the Brown Decision